



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1. Name of the Institution

Dr. Vithalrao Vikhe Patil Foundation's Medical College and Hospital, Ahmednagar

- Name of the Head of the institution
- Designation
- Does the institution function from its own campus?

Dr. Sunil Natha Mhaske

Dean

- Phone No. of the Principal **02412778414**
- Alternate phone No. **02412778042**
- Mobile No. (Principal) **8554990221**
- Registered e-mail ID (Principal) **deanmedicalcollegeahmednagar@gmail.com**
- Alternate Email ID **iqac.vimsmch@gmail.com**
- Address **Opp. Govt. Milk Dairy, Vadgaon Gupta, Post M I D C, Ahmednagar**
- City/Town **Ahmednagar**
- State/UT **Maharashtra**
- Pin Code **414111**

2. Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Co-education**

• Location	Rural
• Financial Status	Private
• Name of the Affiliating University	Maharashtra University of Health Sciences, Nashik
• Name of the IQAC Co-ordinator/Director	Ms soumya V P
• Phone No.	02412778042
• Alternate phone No.(IQAC)	02412778414
• Mobile No:	9995476586
• IQAC e-mail ID	iqac.vimsmch@gmail.com
• Alternate e-mail address (IQAC)	sunilmhaske1970@gmail.com

3. Website address (Web link of the AQAR (Previous Academic Year)

<https://www.vimsmch.edu.in/AQAR21-22>

4. Was the Academic Calendar prepared for that year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

https://www.vimsmch.edu.in/Academic_Calendar

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	3.26	2022	15/03/2022	14/03/2027

6. Date of Establishment of IQAC

10/01/2018

7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
DVVPF'S MEDICAL COLLEGE & HOSPITAL	NSS Funds	MUHS, NASHIK	31/07/2023	22500
DVVPF'S MEDICAL COLLEGE & HOSPITAL	BAHISHAL SCHEME	MUHS, NASHIK	31/07/2023	10500
DVVPF'S MEDICAL COLLEGE & HOSPITAL	LEARN & EARN	MUHS, NASHIK	31/07/2023	80500
DVVPF'S MEDICAL COLLEGE & HOSPITAL Prof. & Head Community Medicine	National Programme for control of Blindness (NPCB)	District Blindness Control Society, Ahmednagar	31/03/2023	910000
DVVPF'S MEDICAL COLLEGE & HOSPITAL	Scholarships /Freeships for UG students	MUHS, NASHIK	09/02/2024	63863747

8.Whether composition of IQAC as per latest NAAC guidelines Yes

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 4

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? Yes

- (Please upload, minutes of meetings and action taken report) No File Uploaded

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?

- If yes, mention the amount **20 LAKHS**

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Spread of quality awareness in workplace with NAAC A+ Accreditation to the Institution

The institution has undertaken a significant initiative to provide comprehensive support, including emotional, practical, and long-term assistance, to bereaved farming family in the aftermath of the tragic loss of their primary breadwinner due to suicide, demonstrating a commitment to community welfare and sensitivity to cultural considerations.

Community Care services: Institute is listed as the top service provider under Rajiv Gandhi Jeevandayee Arogya Yojana & Mahatama Jyotirao Phule Jan Arogya Yojana.

Upgradation of Operation Theatres and increase in ICU beds and training of Faculty in Research Methodology and Quality initiatives.

Raising awareness on Protection of Children from Sexual Offences (POCSO) and Child labour to addressing this global issue and fostering positive change.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Preparation and Submission of AQAR for 2020-21, 2021-22 after SSR Cycle 1	The Institution received NAAC A+ Accreditation for the first time/ AQAR 2020-21 and 2021-22 were prepared and submitted successfully
Faculty Development Program	Faculties were trained under various faculty development programs.
Improvement of Hostel Facility	Renovation of Hostel facilities had been done
Seminars/Conferences. guest lectures	Various National, international, state and institution level conferences/seminars/CME's and a series pf guest lectures were organized for the students and staff during the year.
MoUs with other Organizations	Successfully established 35 Memorandums of Understanding (MoUs) with reputed institutes

13.Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Part A

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• Designation	Dean
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Board of Trustees and Management	15/12/2023				
14.Does the Institution have Management Information System?	Yes • If yes, give a brief description and a list of modules currently operational				
	Management Information System Include the following: The Student Lifecycle Management system, developed using Syncronic ERP, serves as a highly efficient solution for automating the entire				

process associated with student tenure within the institute. The Academic Management System plays a pivotal role in facilitating the teaching and learning processes. The Performance Analysis System is employed for evaluating faculty performance. The Library Management System utilizes both Syncronic ERP and DelNet. The Financial Accounting System, developed using Syncronic ERP, Tally ERP9, and TDS, ensures robust financial management. The Purchase and Inventory System, developed using Syncronic ERP, streamlines procurement and inventory management. The System for Hospital and Medical Records Department (MRD), developed using Disintech, enhances the efficiency of medical record management. The Imaging Management System, developed using Mediff Technology, optimizes the handling of medical imaging data. The System for CCL (Central Clinical Laboratory) enhances the operational efficiency of the laboratory. The System for Civil Works and Maintenance addresses the needs of infrastructure management. Administrative procedures, including evaluation and examination processes, as well as research-related tasks, are streamlined through dedicated systems. The Patient Management System, coupled with a Biometric attendance system for all staff, ensures efficient healthcare administration.

15. Multidisciplinary / interdisciplinary

The institute envisions attaining 'Global Excellence' in experiential and technology-driven medical education, transformative research, patient-centered clinical care, and promotional and preventive healthcare services. This ambitious goal is pursued through the cultivation of creative medical professionals, fostering national and global development. DVVPF's Medical College and Hospital is committed to delivering quality education in Medicine. It aligns with the Foundation's broader vision, integrating Tertiary and Community Healthcare with disciplines such as Nursing, Physiotherapy, Pharmacy, Engineering, Agriculture, Primary and Secondary Education, Science, Commerce, and Management. The teaching faculty plays a crucial role in this mission, employing student-centric teaching-learning methods. The curriculum is designed to incorporate cross-cutting issues like gender, environment and sustainability, human values, health determinants, Right to Health, emerging demographic concerns, and professional ethics. The institute introduces instructional sessions addressing Medical, Legal, Ethical, and Social Issues related to organ transplantation. Actively participating in timely organ transportation using GREEN CORRIDOR to reach needy patients in Pune and other cities is a testament to the institution's commitment. Students gain insights

into the organizational and operational aspects of the Immunization Clinic, adhering to WHO guidelines for childhood and adulthood vaccinations. Both organ donation and vaccination initiatives involve extensive community engagement. Dr. Vithalrao Vikhe Patil Foundation's Medical College and Hospital has evolved into a prominent hub for Medical Education, Training, and National-level Research activities. It extends healthcare services, especially to underprivileged and marginalized communities at their doorstep. The over 960-bed Dr. Vikhe Patil Memorial Hospital, equipped with state-of-the-art facilities including ICUs, SICUs, PICUs, NICUs, laboratories, and other amenities, provides treatment, with a special 200-bed facility for COVID-19 and other epidemics. Super-specialty facilities like oncology and radiotherapy, cardiology and cardiothoracic surgery, nephrology with a well-established dialysis unit, joint replacement center, IVF Center, Imaging technology center, District Disability Rehabilitation Center (DDRC), and a dedicated COVID hospital enhance the scope of healthcare services. The institution fosters tolerance and harmony toward cultural, regional, linguistic, and other diversities through year-round programs. It actively celebrates various national and international commemorative days, events, and festivals, fostering a sense of inclusiveness among students and staff.

16. Academic bank of credits (ABC):

As an affiliated college, the institution faces limitations in academic flexibility due to the constraints imposed by apex Regulatory Councils and the affiliated university. These constraints manifest in the form of a fixed syllabus, predetermined teaching hours for each subject, a standardized assessment process, a stipulated number of teaching days, and set vacation periods. Additionally, the Regulatory Councils' restrictions on implementing a Choice-based Credit System and credit transfer facilities between faculties of the same university, as well as with MoU partner universities in India and abroad, impede the potential for the globalization of higher education within Indian Universities. The recently released draft of the National Higher Educational Qualification Framework (NHEQF) in 2022 by the University Grants Commission (UGC) does not currently include Medicine and Law for Academic Bank of Credits (ABC) due to their unique nature. However, there is a possibility of future inclusion, opening the potential for credit transfers between Medicine, STEM, and humanities. The institution is dedicated to providing comprehensive medical education and hands-on training to both undergraduate and postgraduate

students. This commitment aims to advance medical knowledge, skills, competencies, and research, with the ultimate goal of contributing significantly to improving the health standards of citizens nationally and globally. With ample manpower, physical facilities, and patient load, the institution is poised to initiate various programs for medical and paramedical professionals. These include fellowships in Critical Care Medicine, Laparoscopic Surgery, Joint Replacement Surgery, and certificate courses in Clinical Cardiology, Basic Health Research, among others. The institution's strategic plan involves seeking collaborations to internationalize programs and degrees. Support is extended to students pursuing foreign examinations such as USMLE and PLAB, enabling them to seek placements and collaborate with international institutes for career advancement in global healthcare. Faculty members are encouraged and supported in obtaining higher global qualifications such as MRCP, FRCS, and FAIMER fellowships. The institution aims to implement 'Research-Booster' strategies through institutional, inter-institutional, and international collaborations and schemes. This initiative seeks to enhance extramural research funding and support funded and thrust research activities. The institution actively networks with governmental and non-governmental organizations at various levels—local, district, state, national, and international. Management provides freedom and opportunities for innovation in healthcare, teaching, and research, with a preference for community-centered approaches. This includes the use of innovative teaching-learning and assessment methods like OSCE/OSPE, offering fellowships in Medical Education Technology, and providing Basic and Advanced Courses in Research methodology.

17. Skill development:

The institute has implemented various capability enhancement and development schemes for students, encompassing a range of vital skills. These initiatives include:

- Soft Skill Development:** Focusing on honing interpersonal and communication skills.
- Language and Communication Skill Development:** Emphasizing the refinement of language proficiency and effective communication.
- Yoga and Wellness:** Integrating holistic wellness practices, including yoga, for physical and mental well-being.
- Analytical Skill Development:** Providing training to enhance analytical thinking and problem-solving abilities.
- Human Value Development:** Instilling values and ethics to foster a sense of humanity.
- Personality and Professional Development:** Nurturing the overall personality and professional demeanor of the students.
- Employability Skill Development:** Equipping students with the

skills necessary for employment and career success. The institute's mission is to produce a new generation of doctors characterized by high-quality medical knowledge, exceptional skills, and unwavering commitment to excellence. This commitment is guided by professional ethics, moral values, and social responsibility. The institute is dedicated to providing primary, secondary, and tertiary healthcare services of global standards, with a particular focus on serving the rural and marginalized sections of society. To support students, the institution facilitates access to scholarships from both government and non-government agencies annually. Various capability enhancement schemes are organized to continually upgrade students' knowledge and skills. The presence of an advanced Clinical Skills Laboratory allows students to receive extensive training in essential skills required for competent medical practice. Programs conducted in the Skills Lab include Basic Life Support, Advanced Life Support, Surgical and Medical skills, as well as Pediatric and Obstetric Skills through simulation-based training. The institute, strategically located near international holy places such as Saibaba Shirdi, Nashik, and Shani Shinganapur, has plans to develop medical tourism. This initiative aims to expose local talent to abundant learning opportunities and skill enhancement. Students are also trained to handle emerging and reemerging infections and the rising prevalence of non-communicable diseases (NCDs) like Diabetes Mellitus, Vascular diseases, Infertility, and Cancer. The institute has integrated Neglected Tropical Diseases (NTDs), such as Snakebite poisoning, into both academic curricula and community health services. Graduate students and interns regularly visit the institute's specialty centers related to cardiac care, IVF, and oncology, gaining firsthand experience in the specialized care required for these medical domains.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The institute is dedicated to promoting the highest standards of quality and ethical values among students and staff, emphasizing excellence in patient care, medical education, training, and research. This commitment extends to ensuring outstanding performance in diverse professional and cultural settings within our country. Additionally, the institute actively promotes integrated sustainable development, environmental conservation, and the protection and preservation of culture and heritage. It emphasizes fundamental duties, human rights, gender sensitization, tolerance, harmony, and national integrity among

all stakeholders, contributing to the creation of a humane society. Situated in a predominantly Marathi-speaking community, the institute incorporates Marathi language teaching in the foundation course, following NMC guidelines for students entering the MBBS program. Marathi is routinely used during discussions and clinical teachings in wards and OPDs. The institute has established arrangements to assist patients who speak languages other than Marathi, including Hindi and several regional languages. Students and faculty from other states actively participate in patient management, utilizing local Marathi language and offering support for patients speaking various languages. The institution engages in numerous extension and outreach activities, focusing on education, environmental issues such as Swachh Bharat, health and hygiene awareness, and socio-economic development. These initiatives are carried out in collaboration with industry, community, government, and non-government organizations, involving NSS, institutional clubs, and other platforms. The institution has garnered recognition through various awards and certificates of appreciation for its dedicated service to the community. Throughout these activities, students actively uphold and strengthen Indian culture and traditions. A noteworthy practice at the institute is the emphasis on micro-ethics, considered among the best practices. This approach aids students and staff in developing the right character and attitudes toward patient care while maintaining a high level of professionalism.

19. Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

To effectively implement Outcome-Based Education (OBE) in the field of Medicine, the institute has fully embraced Competency-Based Medical Education (CBME). The teaching-learning methods employed are as follows: Experiential Learning: Students develop clinical skills by actively engaging with patients in hospital and community healthcare settings throughout the pre-clinical, para-clinical, and clinical phases. Learning at the bedside involves referring to detailed case information, fostering effective communication skills, analytical thinking for accurate diagnoses, decision-making for appropriate investigations, and utilizing resources for cost-effective, timely, and humane illness management. Integrated/Interdisciplinary Learning: Horizontal and vertical integrated teaching-learning processes are implemented in all phases, following CBME curriculum guidelines. Diseases are studied comprehensively, encompassing anatomical, physiological, biochemical, clinical, and community aspects, with a focus on community needs. Participatory Learning:

Both faculty and students actively participate in various activities, including Journal Club, Integrated Academic Sessions, Seminars, Clinical Meets, Case Presentations, Small-Group Teaching (PG and UG), and Early Clinical Exposure from the first year. Problem-Solving Methodologies: Starting from clinical problems, students analyze required concepts using various resources—both pre-clinical and clinical—to solve these problems. Self-Directed Learning: Students independently prepare and learn several topics under the guidance of a teacher. Seminars and Journal Clubs, particularly for PG students, promote lifelong learning. Patient-Centric and Evidence-Based Learning: Students learn and teach based on available evidence from research. The various teaching methods are evidence-based and are rigorously taught during MET programs for faculty. Learning in the Humanities: Talks and workshops on history, bioethics, interpersonal relationships, communication, leadership, trust, and compassionate care contribute to shaping both students and faculty. Project-Based Learning: Both undergraduate (UG) and postgraduate (PG) students learn by participating in projects sanctioned by national and international agencies. PG students conduct research projects in chosen problem areas. Role Play: All medical subjects are taught utilizing role plays, fostering a deeper understanding of community problems and enhancing skills in communication, interpersonal relations, and effective disease management. The institute actively seeks to extend and share acquired knowledge and new knowledge generated for the development of society in health management through collaborative research, extension, and outreach activities. A notable best practice of the institution is Total Quality Management (TQM), which aims for the holistic development of students, covering physical, psychological, academic, professional, social, and spiritual dimensions. This holistic approach aligns with the recently adopted Competency-Based Medical Education (CBME). The institute has devised methods to define and implement medical graduate attributes, such as being a clinician, leader and member of the healthcare team and system, communicator, lifelong learner, and professional, with a system for evaluating the attainment of these attributes.

20. Distance education/online education:

The institute is at the forefront of providing patient care through the integration of cutting-edge technologies. Notably, it stands as the sole institution in central Maharashtra equipped with a Linear Accelerator (Triple Energy Radiation Machine), offering state-of-the-art radiotherapy for cancer patients. To

ensure the efficient delivery of services at the community level, students, faculty, and technicians receive additional training in the latest technology. The institution leverages online and software technologies in advanced patient care, extending this approach to various clinical domains such as infertility management, advanced imaging, kidney transplantation, dialysis, advanced cardiac care, critical care, and trauma care. To enhance the learning experience, the institute has established Smart Classrooms equipped with advanced technologies. Teachers undergo regular training to stay abreast of advances in medical education technology, integrating these new learnings and technologies into their regular teaching practices. Both teachers and students actively utilize various e-learning resources, including platforms like NPTEL and SWAYAM. To cater to diverse learning needs, the institute maintains a repository of lecture videos. These videos serve as valuable resources for students seeking revision and a deeper understanding of topics of their choice. This comprehensive integration of technology not only elevates patient care standards but also enhances the educational experience for both faculty and students.

Extended Profile

1. Student

2.1	964
Total number of students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2	177
Number of outgoing / final year students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3	228
Number of first year students admitted during the year	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Institution					
4.1	4727.5027				
Total expenditure, excluding salary, during the year (INR in Lakhs):					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">File Description</th><th style="background-color: #cccccc;">Documents</th></tr> </thead> <tbody> <tr> <td>Institutional Data in Prescribed Format</td><td style="text-align: center;">View File</td></tr> </tbody> </table>		File Description	Documents	Institutional Data in Prescribed Format	View File
File Description	Documents				
Institutional Data in Prescribed Format	View File				
3.Teacher					
5.1	332				
Number of full-time teachers during the year:					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">File Description</th><th style="background-color: #cccccc;">Documents</th></tr> </thead> <tbody> <tr> <td>Institutional Data in Prescribed Format</td><td style="text-align: center;">View File</td></tr> </tbody> </table>		File Description	Documents	Institutional Data in Prescribed Format	View File
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5.2	332				
Number of sanctioned posts for the year:					
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Part B					
CURRICULAR ASPECTS					
1.1 - Curricular Planning and Implementation					
<p>1.1.1 - The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.</p> <p>Curriculum planning is executed in such a way that it fulfills all recommendations by the National Medical Commission & Maharashtra University of Health Sciences & ensure that the learning outcomes for UG & PG programs are achieved. Few of our faculties are appointed as members of the Board of Studies at MUHS, Nashik and Pravara Institute of Medical Sciences (Deemed to be university), Loni.</p> <p>Effective Delivery:</p>					

- The academic calendar and timetable have been designed and executed as per latest recommendations.
- Infrastructure: Optimum usage of Audio-visual aids, smart board, internet, departmental & central libraries, animal house, herbal & toxicological garden, and OPD & IPD with super specialisations are strictly ensured.
- Faculties are trained under Basic and Advanced research methodology workshops and curriculum implementation support programme (CISP) workshops including CISP-III.
- Experiential, integrated/interdisciplinary, participatory, self-directed, patient-centric, and evidence-based learning, problem-solving strategies, and role play are used for effective delivery of learning.
- Diseases that are arising as a result of COVID-19, H3N2, global warming, and the global recession are highlighted.

Evaluation:

Internal assessments, university exams, and comments from students, instructors, and parents are used to evaluate how well students are understanding the material covered in the curriculum. The College Curriculum Committee reviews these feedbacks on a regular basis and makes modifications as necessary.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://vimsmch.edu.in/NAAC23/1.1.1College%20Curriculum%20Committee%20Mom.pdf
Any other relevant information.	Nil

1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

6

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

1.2.1.1 - Number of courses offered across all programmes during the year

153

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

594

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

The College curricula not only lay emphasis on knowledge acquisition, but also focuses on promoting cross-cutting issues.

Gender Equality & Women Empowerment:

Courses on Human Rights and Social Responsibility deal with gender equity, social justice, women's rights and socio-cultural and legal dimensions of gender discrimination.

Environmental Awareness & Sustainability:

Various departments and routinely organize environmental awareness and sustainability programs for medical students focusing on the functions of ecosystems, sustainable agricultural practices, and sustainable energy sources.

Human values:

Curriculum emphasize possessing human traits that enhance building human values. Many courses that deal with ethics, human values, and human rights are offered to tone the students with strong moral compass.

Health determinants:

Curriculum exposes students to Income and Social Status, Education and Literacy, Employment and Working Conditions, Social Environments, Physical Environment, Healthy Child Development and Health Services.

Right to health:

The students are educated about issues like the "RIGHT TO HEALTH" of rural populations, and other underprivileged communities.

Demographic Issues:

Teachings focus on demographic concerns such as the population growth, the skewed male to female ratio, and the population pyramid. Non-communicable diseases are emphasized.

Professional ethics:

Medical malpractice and ethical issues have been covered under various activities annually.

File Description	Documents
List of courses with their descriptions	https://vimsmch.edu.in/NAAC23/1.3.1cross%20cutting%20issue%20with%20description.pdf
Any other relevant information	Nil

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

5

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life skills	View File
List of value-added courses (Data template)	View File
Any other relevant information	View File

1.3.3 - Number of students enrolled in the value-added courses during the year

559

File Description	Documents
List of students enrolled in value-added courses (Data template)	View File
Any other relevant information	View File

1.3.4 - Number of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the academic year)

877

File Description	Documents
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	A. All 4 of the above
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://vimsmch.edu.in/NAAC23/1.4.1%20AFeeback%20Report%202022-2023_compressed.pdf
Data template	View File
Any other relevant information	No File Uploaded
1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected	A. All of the Above

File Description	Documents
URL for stakeholder feedback report	https://vimsmch.edu.in/NAAC23/1.4.1%20Fee%20Report%202022-2023_compressed.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year

112

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled in for the various programmes as against the approved intake

File Description	Documents
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View File
Any other relevant information	View File
Data template	View File

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

2.1.3.1 - Number of students from other states; during the year

4

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	View File

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement	A. All of the Above
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File Description	Documents
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File
Any other relevant information	No File Uploaded

2.2.2 - Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
936	332

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	No File Uploaded

2.2.3 - Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

a) Social activities:

Social activities make students behaviorally refined and morally forthright by gaining self-discipline, self-confidence, self-esteem, along with apt etiquette and essential life skills. Students participates in NSS activities, "Youth Red-Cross Society", world cancer day, hepatitis day, hypertension day, world no tobacco day, warkari arogya Kendra, etc

b) Swachh Bharat Abhiyan : To emphasize the fact that a clean mind and body reside in a clean environment. various field activities have been conducted for protecting environment.

c) Nature's club to arouse general awareness:

The institution has nature's club to sensitize, motivate and educate students about environment conservation. And the problems which are related to survival of mankind.

d) Wall magazines:

The prime purpose of mobilizing Wall Magazine is to initiate writing on current incidents, to develop literature oriented habits, to provide training for the development of reading, listening, speaking and writing skills.

e) Cultural & sports activities:

Cultural and Sports activities can help to overcome difference and encourages dialogue, and thereby helps to break down cultural differences, ignorance, intolerance and discrimination. Various intercollege sports competitions and several events are organized during the annual social gathering or ganpati festival.

File Description	Documents
Appropriate documentary evidence	https://vimsmch.edu.in/NAAC23/2.2.3%20photos%20194.pdf
Any other relevant information	Nil

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

1-Experiential learning: Experiential learning involves a number of steps that offer students hands-on, collaborative and reflective learning experience exposed to various levels dissection, physiological and biochemical reaction, community posting, bacteriology, specimens for histopathology, drug studies. Second, third and fourth MBBS students are rotated in clinical OPD. Postgraduate students are focus at the bedside of patients.

2-Integrated/Interdisciplinary learning: In horizontal, e.g. Combined teaching -learning of Kidney structure and function by

anatomy, physiology and biochemistry. In vertical e.g. combined -learning of liver failure by Pathology and Medicine departments.

3-Participatory learning: Journal club, discussion on various x-rays scan CT-scan, seminar, case presentations, group discussion and ECE from 1st year are conducted.

4-Problem - Solving Methodologies: Clinical cases - students have logical thinking and develop problem solving ability.

5-Self-directed learning: Seminars, posters, Journal Club, home assignment is given to the students

6-Patient-centric and Evidence-based learning: Evidence based treatment includes full history taking, physical examination, systemic exam, investigation, visual diagnosis, differential diagnosis and final diagnosis.

7-Learning in the Humanities: Talks on History, bioethics, interpersonal communication, stress Management, Health Psychology.

8-Project-based learning: STS, ICMR projects for UG students and research project for

PG students..

9-Role-plays: On topics eg. Doctor patient relationship

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	No File Uploaded

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

B. Any 3 of the Above

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	No File Uploaded

2.3.3 - Teachers use ICT-enabled tools for effective teaching and learning process including online e-resources

Learning Management Systems (LMS) is a better Communicator , build trust, cultivate self awareness and strengthen decision making is crucial skill for teacher.

The academic book with academic calendar, lesson plan, lab manuals and question banks are made accessible at the very beginning of the academic year. The use of LCD projectors, smart board, classrooms with 24/7 internet enabled computer, laptops systems are generally working in classrooms.

-The electronic resource packages are easily available e.g. DELNET, NPTEL, SWAYAM PRABHA and Digital Library. Video courses from NPTEL and MUHS, Nashik are accessible to faculty and students.

-Online tests are conducted through 'Google forms' software, google meet, zoom for sharing of knlowedge and assessemnt.

- Sufficient number of books, Journals, e-journals and e-books are available in the library.

- Urkund software is available for plagiarism

Academic Management System:

AMS is an online-platform that is meant to manage entire academic issues pertaining to the students- from registration of course, registration by the faculty, allocation of courses to the faculty, student attendance, internal assessment, term-end assessment, and conversion of marks to grades, grade card generation, distribution and all etc. AMS is related to various academic and teaching

learning activities.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://vimsmch.edu.in/NAAC23/2.3.3%201st%20link%20list%20of%20ICT%20tool.pdf
List of teachers using ICT-enabled tools (including LMS)	https://vimsmch.edu.in/NAAC23/2.3.3%202nd%20link%20list%20of%20teachers%20ICT%20tool.pdf
Webpage describing the “LMS/Academic Management System”	https://vimsmch.edu.in/NAAC23/2.3.3%20%203rd%20link%20LMS.pdf
Any other relevant information	Nil

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
85	850

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	View File

2.3.5 - The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

1. Creativity:

a. Case-based learning: Students are exposed to case based learning. Case scenarios are arranged and finalized by departmental faculties and discussed with students, they will be familiar with problems which will face in clinical practice.

b. Use of animated videos: Animated video are used so that students comprehend it conceptually.

c. Poster presentation: Every year departments arrange poster presentation competition. Students present the various diseases in

small groups.

d. Chart based learning: Department uses chart based learning for elucidation of graphs, diagrams for the students.

e. Model-construction: Model creation activity gives to students so as to snatch out creative ideas.

f. Peer-Assisted learning- In this method a group of students are nominated and trained by a faculty. These students then act as implementers enabling discussions and demonstrations

2. Analytical skill:

a. Debate and Quiz: Debate and Quiz competition conducts in which provide outstanding opportunity and platform to students which share knowledge and update it.

c. Seminar: Every department keeps the seminar which improves the depth of learning, teacher-student and student-student interactions.

3. Innovative skill:

Different topics circulate to students for write up activity e.g. can humans colonize to another planet? Celldebris: can cell reviving? Etc.

File Description	Documents
Appropriate documentary evidence	https://vimsmch.edu.in/NAAC23/2.3.5%20photos%20(1).pdf
Any other relevant information	Nil

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

332

File Description	Documents
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File
Any other relevant information	No File Uploaded

2.4.2 - Number of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils during the year

2.4.2.1 - Number of fulltime teachers with Ph.D/ D.Sc./ D.Lit./DM/ M Ch/ DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered

74

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	No File Uploaded

2.4.3 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)

4099

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	View File

2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses during the year

330

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year –wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	View File
Any other relevant information	View File

2.4.5 - Number of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the year

33

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	No File Uploaded

2.5 - Evaluation Process and Reforms

2.5.1 - The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

1. **Academic Calendar:** It is prepared by discussion with HODs and approved by Dean. Students can take through whatsapp and similarly it will be displayed on college website.
2. **Notification for Internal Assessment:** The schedule of internal assessment is made as per academic Calendar only
3. **Time table:** Before one month of exam, time table will be provided.
4. **Conduct of examination:** Strictly follows guidelines of university. Invigilators will be appointed from other disciplines. Carrying mobile phones or reading material by the invigilator and students is strictly prohibited. The examination hall is fully equipped with CCTV surveillance
5. **Assessment system:** Evaluation will be done by senior faculty followed by second faculty and HOD. Continuous internal evaluation is taken by asking good questions, giving surprise test, case study, oral examination.
6. **Display of the results:** Result will be displayed on notice board in time
7. **Transparency in Examination:** Centralized seating arrangement is used and junior supervisor ensure the smooth conducts of examination. In case of any discrepancy, HOD can take essential action. Exam related documents with answer booklets should be retained one year. After declaration of university examination result, records must be destroyed by shredding or appropriate method.

File Description	Documents
Academic calendar	https://vimsmch.edu.in/NAAC23/2.5.1%20%201st%20link%20academic%20%202022-23%20revised%20final.pdf
Dates of conduct of internal assessment examinations	https://vimsmch.edu.in/NAAC23/2.5.1%20%202nd%20%20dates%20of%20conduct%20of%20internal%20assessment%20exam.pdf
Any other relevant information	Nil

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

A) Grievance regarding External Evaluation by the University:

Grievances before Examination

Mechanism for Redressal of Grievance

Late filing of application form of exam

Communicate to the University Examination Section and resolved.

Incorrect entries in exam form

New exam form to the student.

Admit cards are not getting

talked to controller of examination and resolved

Grievances during Examination:

Discrepancy in question paper

Responsibility taken by center incharge, observer and act as per instruction of the university.

Problem dealing with answer sheet

Buffer answer sheet will be provided.

Grievances after result declaration:

Evaluation of answer book and result

.

Application is forwarded to university for correction.

B) Grievances regarding exam at institute level:

1. The college follows guidelines of university for internal examinations.
2. Time table of exams provide to the students quite earlier
3. Institute has separate exam center.
4. During examination, any student finds discrepancy in question, new question paper will be given.
5. Paper evaluation is done by experienced staff.
6. After evaluation, answer sheets are shown to students to get an idea of their performance.
7. Assessments report shown to students, if any grievances, resolved it, copy of same is forwarded to dean and student section.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	View File

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

1. Examination Procedure:

The examination system is clear and transparent, should follow guidelines of the university. Time-table and concerned syllabus display on notice board and web site. Exam conduct in centralized examination hall equipped with CCTV surveillance. Evaluation will be completed by senior faculty and randomly checked by HODS. Result display on notice board and website.

2. Processes integrating IT:

a. Fully automated Examination System: Applications forms, exam fees, attendance and marks feeding are done by online. Admit cards can download by students section, provide to students.

b. Checking Plagiarism: URKUND software is available

3. Continuous Internal Assessment System: It is carried out during or after lecture by asking questions as well as by giving case for study. Some faculty conducts the assignment test or oral examination.

4. Competency based assessment

OSCE and OSPE are adopted to make students competent and fit to practice independently.

5. Work placed based assessment: Students are posted in OPD, wards, casualty, laboratories, OT, skill laboratories, blood banks and dialysis unit with maintaining their log books.

6-Self Assessment: Seminar, group discussion, quiz, debate are organized by departments

7-OSCE/ OSPE: Methods based on student's performance so that students can train individually.

File Description	Documents
Information on examination reforms	https://vimsmch.edu.in/NAAC23/2.5.3%20%20%201%20st%20link%20A%20%20Information%20on%20exam%20reforms%20(2).pdf
Any other relevant information	Nil

2.5.4 - The Institution provides opportunities to students for midcourse improvement of

A. All of the Above

performance through specific interventions. Opportunities provided to students for midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	No File Uploaded

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Indian Medical Graduate Attributes:

Medical education programme is planned with a goal to create "Indian Medical Graduate having requisite knowledge, skills, attitudes and responsiveness.

Clinician, who understands and offers preventive, curative, palliative and holistic care with compassion,

Work as leader member. Educate, motivate others to work in collaborative for achieving maximum output for benefit of patients

Communicator with patients, families, colleagues and community - skills of communication with patient/families politely and effectively that improve health care outcome and patient satisfaction,

Professional - Respect and maintain professional boundaries between patients, colleagues and society.

Ethics and Law -Students are sensitized about ethical issues.

Life-long learner committed to continuous improvement of skills, knowledge.

Encourage medical graduate to follows roles effectively.

METHODS FOLLOWED BY THE INSTITUTION FOR ASSESSMENT:

MBBS (UG): Assessment using formative, summative methods - Maintaining practical record books, conducting internal theory, practical exams. Failed students can re-appear exams scheduled, Followed by university theory and practical examinations.

For Interns -

Assessment by maintaining daily attendance at department the intern is posted, completion of internship report given by the Dean of the institute.

For the MD/MS (PG)-

Assessment by journal clubs, clinical case discussions, seminars, log books, progress reports, dissertations, final theory and practical examination.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://vimsmch.edu.in/NAAC23/2.6.1%20%201st%20link%20relevant%20documents%20pertaining%20to%20outcome.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://vimsmch.edu.in/NAAC23/2.6.1%20%202nd%20link%20%20Methods%20of%20assessments%20of%20learning%20outcomes%20and%20graduate%20attributes%20%202022-23.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://vimsmch.edu.in/NAAC23/2.6.1%203%20rd%20link%20course%20outcomes%20for%20all%20courses.pdf
Any other relevant information	Nil

2.6.2 - Incremental performance in Pass percentage of final year students in the year

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	No File Uploaded

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated

learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

TEACHING AND LEARNING PROCESS

The institute follows curriculum guidelines from MUHS, Nashik and NMC, New Delhi. Curricular aspects are deliberated in Curriculum Committee. Interactive, and ICT based teaching learning methods are used. Institute is organized guest lectures, live interactive sessions, CME, Workshops and Conferences.

Students have been taught and they have learnt:

“Health for all” a national goal and availing good health care facilities is a right of every citizen.

1. Gross & microscopic structure, clinical correlation of organs, molecular process, normal structure, functions, development of human body.
2. Concepts of health and diseases, social, humanitarian principles.
3. Pathological role of organs, role of microbial agents, immunological mechanisms and use of drugs, medico-legal responsibilities.
4. Principles of general medicine, surgery, gynaecology, paediatrics, orthopaedics etc,

Learning Outcome Evaluation process:

1. Good Clinician - Who understands and provides preventive, curative, palliative and holistic care with compassion.
2. Good learner -During examinations all students are assessed for acquisition of knowledge based skills
3. Good professional - student's social responsibility.
4. Good Communicator - While taking case history or attending patients in outpatient departments, families, colleagues seniors or juniors
5. Good Leader - Able to work as leader and a part of team.

File Description	Documents
Programme-specific learning outcomes	https://vimsmch.edu.in/NAAC23/2.6.3%201st%20%20link%20programme%20specific%20learning%20outcome.pdf
Any other relevant information	Nil

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

PRESENCE AND PERIODICITY OF PARENT-TEACHER MEETINGS

PTM is perfect ways to exchange insights and thoughts about student's developmental milestones and academic process. In academic year PTM is held for First MBBS students twice:

1. First PTM: - Next to first internal assessment in mid of January of each year.
2. Second PTM: - After the preliminary examination, in mid of April of every year.

Rules:

1. Parent should attend PTM on scheduled time.
2. Parents of those students is not showing promising progress , they can come official timings.
3. Parents have to take prior appointment of meeting after consultation with Co-ordinator of PTM.
4. Parents are not permitted to communicate any teaching staff openly.
5. PTM Co-ordinator coordinates among UG/PG Co-ordinators, HOD's, and Mentorship Committee to keep tract of the student's.

MEASURES UNDERTAKEN

1. Doubts raised by the parents related to academics (subject) are discussed with concerned Head of Department.

2. Concerns raised about extracurricular activities are discussed with associated committee
3. Problems related other than academics and extracurricular are intimated to respective mentor.

The teachers monitor academic performance, interconnect constantly with students to know their problems related to academics and extracurricular activities and assist them to improve.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://vimsmch.edu.in/NAAC23/2.6.4%20SOP%20PTM%202022-23.pdf
Follow up reports on the action taken and outcome analysis.	https://vimsmch.edu.in/NAAC23/2.6.4%20B%20Follow%20up%20reports%20on%20the%20action%20taken%20and%20outcome%20analysis.pdf
Any other relevant information	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

<https://www.vimsmch.edu.in/Feedback>

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

65

File Description	Documents
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

12

File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	View File
Any other relevant information	View File

3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
1	0.25

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	https://vimsmch.edu.in/NAAC23/3.1.3%20List%20of%20research%20project%20funding.pdf
Any other relevant information	View File

3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

1. Incubation Centre

First objective of the Incubation centre is to stand-in innovation research and

Activities in medical areas. The aim is to centering on production of enthusiastic researchers and transforming novel research into prized intellectual property. The basic idea is to deal with students as another professional option of being job creators instead of job seekers.

It covers the following processes:

1. Infrastructure and service provided to incubates

2. Mandatory Mentorship

3. Period of incubation

4. Intellectual Property evaluation

2. Research Cell and IPR Committee (R&IPR):

Framing, implementation of the research policy is the primary responsibilities of the committee.

1. Purchase of instruments, software for augmenting the research.
2. Monitors, designs and plans research issues at graduate, postgraduate and doctoral level.
3. Encourage staff for applying research grants - ICMR, UGC, DST and SERB.
4. Participate University/ State/ National project competitions like "Avishkar".

Achievements of the Committee:

1. Publications of research articles.
2. Received 01 Patent, 03 copyrights.
3. Applied grants from- ICMR, MUHS, NASHIK.

3. Ethics Committee:

The college has an Institutional EC that examines all research projects before proceedings. The committee is chaired by chairperson from external institution or affiliated hospitals for avoiding bias in judging the projects.

File Description	Documents
Details of the facilities and innovations made	https://www.vimsmch.edu.in/Incubation%20center
Any other relevant information	Nil

3.2.2 - Number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the year

9

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	No File Uploaded

3.3 - Research Publications and Awards

3.3.1 - The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed

A. All of the Above

File Description	Documents
Institutional Code of Ethics document	View File
Institutional data in prescribed format	View File
Any other relevant information	View File
Minutes of meetings of the committees with reference to the code of ethics	View File

3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the year

3.3.2.1 - Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers* of the Institution during the year

29

File Description	Documents
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the year

3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year

98

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

0

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

3.4 - Extension Activities

3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year

13

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View File
Any other relevant information	No File Uploaded

3.4.2 - Number of students participating in extension and outreach activities during the year

783

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

Various extension and outreach activities organized through

? NSS Unit of the college

? Social cell

? Department of Community Medicine

? Youth Red Cross Society

Institute involves actively in awareness regarding different types of Central and State Government schemes- Rajiv Gandhi Jivandayi Yojana, Savitribai Phule, PM insurance schemes, Family Welfare, Mother- Child Welfare, Population Control, Immunization, Malnutrition, Malaria, Tuberculosis, Dengue, school health, tobacco campaign, 'Farmers Club' from adopted villages to improve their agricultural yield etc .

NSS volunteers carry out demo activities on personal hygiene, sanitation, importance of hand, oral cleanliness through rally, role play, displaying posters and SGD with villagers.

Community Medicine in collaboration with NSS and Rotract club, Janseva foundation, Yuvan Sansthan, conduct awareness activities regarding water, air-born diseases, non- communicable diseases, mental health, smoking and using tobacco, blood, organ, body

donation, first aid and Family Adoption Program.

The Institution has the fine practice of raising funds, collecting the valuable materials for victims of natural calamities, epidemic diseases.

Teaching faculties are encouraged to conduct the research and select the research project that highlights the social community issues with sense of service to them.

File Description	Documents
List of awards for extension activities in the year	https://vimsmch.edu.in/NAAC23/3.%203.4.3%20list%20of%20awards%202022-23.pdf
e-copies of the award letters	https://vimsmch.edu.in/NAAC23/3.4.3%20e-copies%20of%20award%20letter%202022%20-%2023.pdf
Any other relevant information	Nil

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

NSS and institutional health camps take active participation in the neighborhood community to create awareness about the education, environmental issues like Swachh Bharat Abhiyan, hygiene awareness, socio-economic development. The students, social workers, facultys are fulfilling the social responsibility by generating the funds to old age homes, orphanage etc. The college has adopted villages to provide health care service. Regular seminars, conferences and workshops are conducted to align with the annual themes of WHO/ICMR.

Role of the institution in the following extension activities:

1. Awareness creation regarding clean water supply, sanitation, water, air-borne communicable diseases. Routine street plays and other IEC activities are carried out in collaboration with civil authorities.

2. Participation in national programs like Family Welfare, Mother-

Child Welfare, Population Control, Immunization, HIV AIDS control, Malaria, Tuberculosis, School Health, anti tobacco campaigns, oral health care, etc.

6. Promotion of mental health and prevention of substance abuse.

8. Research/ extension work to reach out to marginalized populations.

9. Community outreach health programmes are arranged for screening, diagnosis & management of disease by cost effective interventions. Regular screening camps for diagnose and management of disease.

Cervical cancer, Glaucoma detection camps, Neonatal screening for hearing loss are a few such outreach programmes.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://vimsmch.edu.in/NAAC23/3.4.4%20Details%20of%20Institutional%20social%20responsibility%20activities%20pdf.pdf
Any other relevant information	Nil

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

5

File Description	Documents
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated	View File
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	No File Uploaded

3.5.2 - Total number of Functional MoUs with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. during the year

35

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

Infrastructure that supports the institute's educational and extracurricular activities was planned and built, demands for building space, lab equipment, books and journals for library, IT resources, etc. with the anticipation of increased intake.

Facilities for Teaching-Learning:

A total of 5 well-equipped classrooms with ICT capabilities that can hold 240 students each, a 1200-person examination hall, 40 departmental demonstration rooms, 21 libraries/seminar halls, a fully automated central library, reading rooms for undergraduate and graduate students, and staff, as well as 31 specialized laboratories, 7 museums, including the patented pediatric & medico-legal museum of FMT, cranial nerve museum of anatomy and skill lab.

Facilities for Clinical Learning:

A contemporary, well-designed laboratories with clinical learning facilities such as cranial nerve museum learning, cranial nerve examination, moot court, bacterial culture preparation, Histopathology slide preparation, normal saline preparation by all first and second year students. In addition to offering super-specialties including oncology, neurosurgery, cardiac, joint replacement, and IVF centers, the institute also offers 1 RHTC, 1 UHC, and 4 RHCs for field practice as a community learning resource situated in the villages.

Teleconferencing Facility:

In a separate, well-equipped conference room with LCD television displays, cameras, microphones, and VGA connections, the institute includes a video teleconferencing facility for use by students.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://vimsmch.edu.in/NAAC23/4.1.1%20list%20of%20available%20teaching%20,learning.pdf
Geo tagged photographs	https://vimsmch.edu.in/NAAC23/4.1.1Geotagged%20Photographs.pdf
Any other relevant information	Nil

4.1.2 - The Institution has adequate facilities to support physical and recreational requirements of students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for cultural activities. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

By encouraging everyone to take part in extracurricular activities, sports events at the state, collegiate, and institute levels, both students and staff can attain overall development. The 4446.86 square meter sports complex is fully furnished with top-notch amenities. Indoor facilities include a separate male and female air-conditioned gym, three badminton courts (528 square meters), carom, table tennis, and chess board halls (167.87 square meters). Tennis court (648 square meters), cricket (5166.5 square meters), basketball (510 square meters), kho-kho (464 square meters), volleyball (162 square meters), football (6063.91 square meters) grounds are examples of outdoor facilities. The well-maintained, Olympic-size swimming pool (2456.19 square meters). Locker rooms, waiting rooms (223.18 square meters), sanitary and hygienic facilities. Sports trainers, dieticians, and physiotherapists with qualifications are on hand.

Centres for strengthening mental talents include yoga and meditation. The Amphitheatre (4098 Sq. M) with more than 2000 seating capacity and a large, equipped Auditorium (1325 Sq. M) with a capacity of 1200 were built to promote enhancing core values, concentration, mind-building culture club, nature's club, and sports club. Each hostel also features common areas that are equipped with televisions for socializing and leisure pursuits. The goal is to install a spirit of competition in everyone.

File Description	Documents
List of available sports and cultural facilities	https://vimsmch.edu.in/NAAC23/4.1.2%20List%20of%20available%20sports%20and%20cultural%20facilities.pdf
Geo tagged photographs	https://vimsmch.edu.in/NAAC23/4.1.2Geotagged%20Photos%20Sports%202023.pdf
Any other relevant information	https://vimsmch.edu.in/NAAC23/4.1.2Sports%20Club%20Committee%202023.pdf

4.1.3 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

General Facilities:

Student Hostels: For UG and PG total of 3 boys' and 4 girls' hostels, each room with appropriate space, basic amenities, round-the-clock security, and knowledgeable wardens.

- **Staff quarters and guest house:** 6 staff quarters.

Examiners, parents, and other guests can stay at Guest House 1.

- **Medical facilities:** Birth and blood centres, dialysis centres, imaging and radiology centres, orthopaedic and rehabilitation centres, nursing homes, etc.

- **Toilets and restrooms:** There are enough sanitary facilities.

- **Canteen and Dining Halls:** College and hospital dining halls, boys' and girls' dining halls, and central mess.

Overall Ambiance:

- **Bank and ATM facilities offer quick access to money.**
- **Road & Signage Boards:** the roads are equipped with the necessary safety features, including street lamps and signage boards.

- **Greeneries, including well-kept lawns, trees, and medicinal plants and herbal ones.**
- **Additional energy sources include a backup unit with a 600 KVA capacity and a 2000 KVA solar power unit on the roofs of dormitories and private apartments.**
- **STP: Sewage water is treated in STP plants.**
- **Central water chlorination plant and RO systems for water treatment.**
- **Additional amenities include coffee shops, grocery stores, opticals, postal and courier services.**

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://vimsmch.edu.in/NAAC23/4.1.3Geotag%20Photos%20campus%20facilities.pdf
Any other relevant information	Nil

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

5119

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teachinglearning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

The teaching hospital:

Institute is state-of-the-art, with 680 beds, 13 operating rooms,

31 wards, central clinical laboratory, blood bank, casualty department.

Super-specialty facilities: Oncology, Cath lab, and IVF centre expose UG and PG students to the most cutting-edge medical science technologies.

Hospital houses an ICCU, Respiratory, Pediatric, Neonatal, Surgical ICUs.

To provide patients from economically disadvantaged backgrounds with affordable care, national programs such as the Mahatma Phule Jan Kalyan Yojna, Janani Suraksha Yojna, and Registration for Eye Bank and Keratoplasty Centre are in place.

Equipment's:

Available includes a GE 1.5 Tesla MRI, a CT scan, X-rays 800 MA with II TV, Color Doppler, Digital Mammography, Challenger Amplifiers, Cath lab machine, Trocar 4 mm Arthroscope, Ventilators, Succession pumps, Dialysis machines, Position Emission Tomography (PET) in radiation therapy, and more.

Clinical departments:

Featured advanced teaching facilities as Nephrology units, Orthopaedic knee and hip joint replacement, advanced technologies in Dermatology, Pediatrics, Ophthalmology, ENT, OBGY. The hospital also has ICTC, DOTS centre, for tuberculosis.

Facilities for Laboratories:

- Every day, CCL conducts about 1200 diagnostic tests. The labs for immunoassay, clinical pathology, biochemistry, and microbiology are all fully automated. A new RTPCR facility was added recently in response to the pandemic COVID-19 virus's finding.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://vimsmch.edu.in/NAAC23/4.2.1%20Geotagged%20Photos%20Teaching%20Hospital%20lab.pdf
The list of facilities available for patient care, teaching-learning and research	https://vimsmch.edu.in/NAAC23/4.2.1%20list%20of%20facilities.pdf
Any other relevant information	Nil

4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year

4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year

478798

File Description	Documents
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	View File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	https://www.vimsmch.edu.in/statistical
Any other relevant information	View File

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

700

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	View File

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations	A. All of the Above
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File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	View File

4.3 - Library as a Learning Resource
4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

The library of Dr. Vithalrao Vikhe Patil Foundation's Medical College & Hospital, Ahmednagar is fully automated using Integrated Library Management System (ILMS). The ILMS SyNchRonik (Sack info 2.5 ERP) software is fully automated with 6.0 Version. It is Commenced from 2018. SyNchRonik software, consisting of major modules such as Acquisition, Cataloging, Circulation, Reference Transactions, Online Public Access Catalogue - OPAC, Serial Master, Reports, Smart phone app - MOPAC. Key Features of SyNchRonik Software, follows all library latest standards such as AACR 2 data Import & Export, no duplication of work.. M-OPAC free app - downloadable from Erp or website, 24 x 07 easy search, off campus Anywhere - Anytime. Apart from this the library has unique features as mentioned the Library located on first floor of the college building. Total Carpet Area measuring 2415.05 Sq.ft. & Security features such as CCTV Cameras, Fire Extinguisher & various important notice display board. The Library is a member of National digital library (NDL), National Library Networks - DELNET (Developing Library Network - Delhi) & is having Remote Access MUHS University Library's E-Resources, Inter Library Loan, Wi-Fi Facility, and Alert Services through E-mails & SMS. The Library provides facility for self-study, research data collection & compilation. Thus the library serves as an important tool for teaching & learning process and academic enrichment of student.

File Description	Documents
Geo tagged photographs of library facilities	https://vimsmch.edu.in/NAAC23/4.3.1PHOTOS.pdf
Any other relevant information	Nil

4.3.2 - Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

The Central library of Dr. Vithalrao Vikhe Patil Foundation's Medical College and Hospital has a total collection of 13524 volumes with 10475 textbooks and 3049 reference books. The Institution has subscribed for more than 100 national and international journals. Total 132 theses / dissertation done by undergraduate and postgraduate students have been submitted in the library and they can be used as reference by the students and faculty while doing research. The library also has special

183 books in the regional Marathi language. Apart from these hard copies, the library has 373 titles of E-books for knowledge enrichment and remote access to the students and faculty.

The Institution believes in keeping the space with fast moving world. Especially advancement of knowledge happening in the medical field is very rapid and hence it is imperative that we provide the latest and updated knowledge to the students. In the last five years 1407 new books in various formats have been added to the collection of books in the library. In addition to Central library, every pre-clinical, para-clinical and clinical department is having their own departmental library. The Central library provides support to these departmental libraries and they have collection of a total 2597 books.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://vimsmch.edu.in/NAAC23/4.3.2%20Data%20on%20aquisition%20of%20books,journal,manu.pdf
Geotagged photographs of library ambiance	https://vimsmch.edu.in/NAAC23/4.3.2PHOTOS.pdf
Any other relevant information	Nil

4.3.3 - Does the Institution have an e-Library with membership / registration for the following: 1 e – journals / e-books consortia E-Shodh Sindhu Shodh ganga SWAYAM Discipline-specific Databases	C. Any 2 of the Above
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File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	No File Uploaded

4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

37.81

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	View File

4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

The Central Library of the Institution is fully user oriented, located on the first floor of college building having area of 2415.05 sq.m. The library is divided into various sections like reading halls for undergraduate students, post-graduate students and staff; stack room, journal room, reference section, video cassette room, internet section, newspaper section and librarian and assistant librarian room. Physical access to the library is granted by the digitalized identity card for the students and the staff. There is separate registration section for the new library users. The users can lend any book, journal or reference book from the acquisition section for a period of maximum 15 days. All those

records of acquisition are kept with SyNchRonIK software. Library provides reference services to its users. Reference service is a personal aid provided to the user by the library staff in interpreting library collection for the study. The central library also provides book bank facility. Through this facility, economically backward students and students from reserved category are given the required textbooks for one year on loan basis. This service is without any charges and sponsored by Maharashtra University of Health Sciences and Social Welfare Department of Government of Maharashtra.

File Description	Documents
Details of library usage by teachers and students	https://vimsmch.edu.in/NAAC23/4.3.5Learner%20Session%20Programme%20UG%20Student%20&%20%20Faculty%202022-23.pdf
Details of library usage by teachers and students	https://vimsmch.edu.in/NAAC23/4.3.5Library%20Usage%20by%20Teachers%20&%20Students%202022-23.pdf
Any other relevant information	Nil

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other	C. Any 3 of the Above
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File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	No File Uploaded

4.4 - IT Infrastructure

4.4.1 - Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the academic year)

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	No File Uploaded

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

- **IT Facilities:**

1. **Computer Facilities:**

Institute & Hospital has total 365 computers & 148 printers across all the departments. The Internet Centre is highly equipped with 40 Linux systems computers and high-speed internet. In addition, college provides computer systems to every department for the students and staffs. All the computers in the campus are interconnected using high speed internet cables (LAN).

1. **Wi-Fi or Internet Facilities:**

Institution frequently updates band width connection 86 Mbps 1:1 Pulse LL. The backbone of the network is of high-speed Fiber Optic Cable (OFC) i.e., inter building connectivity with in the campus. The institution provides internet access through Jio Leased Line. Wi-Fi facility is available at all places in the campus.

- **Up-gradation:**

Over last five years:

- The number of computers has increased from 200 to 365 including Servers, Desktops, Laptops and Thin clients (LCD).
- Up-gradation of Windows 10 Professional Base & Upgrade licenses in 2019
- Up-gradation of Internet Lease Line (IIL) Jio Fiber 34 Mbps to 86 Mbps in 2018-2019.
- SAN Storage for our database and radiology imaging has been implemented.

- Web based ERP Software Sackinfo2.7 installed in 2022.
- Maintenance

IT department conducting regular checks and updates for recovery & responsible for daily maintenance and management.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://vimsmch.edu.in/NAAC23/4.4.2%20IT%20UPDATION%20DATA.pdf
Any other relevant information	Nil

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
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File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	No File Uploaded

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

1690

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	View File

4.5.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

- **Maintenance of Campus Infrastructure:**

Institute has a well-arranged system and process for maintaining physical and academic support facilities. The maintenance of campus infrastructure is a continuous process and every year separate budgetary allocations are made for the same. The Institution has defined guidelines and developed a policy for repairing and maintenance activity to ensure time bound maintenance work.

The maintenance is categorized as follows:

- **Maintenance work specific to College & Hospital:**

Maintenance work of laboratory, class rooms, auditorium, library, computer labs, equipment, furniture, Fire extinguishers, drinking water facilities, water tank, plumbing, toilets, STP, etc. are maintained on daily basis through Maintenance Committee.

Laboratories: Maintained by the Bio-medical engineering department and non-medical equipment is maintained by civil and maintenance department.

Computers: The IT department takes care of computers, IT and internet and repaired hardware and software issues.

Hospital: Maintenance of hospital OPDs and wards of all clinical

departments are supervised by Heads of respective departments.

- Maintenance by Central-Campus personnel:

This includes maintenance work of various facilities in campus such as college and hospital building, hostels, gardening, electrical generator, plumbing and piping systems, electrical connection and services, maintenance of sports complex, maintenance and services of elevators, structural maintenance and painting of buildings, walls, etc.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://vimsmch.edu.in/NAAC23/4%205.2%20Maintenance,%20electric%20,%20civil%20department%20minutes%20of%20meeting.pdf
Log book or other records regarding maintenance works	https://vimsmch.edu.in/NAAC23/4.5.2%20Computer%20log%20book.pdf
Any other relevant information	https://vimsmch.edu.in/NAAC23/4.5.2%20Log%20book%20civil%20Dept.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

585

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	View File
Data template	View File

5.1.2 - Capability enhancement and development schemes employed by the

A. All of the Above

Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development

File Description	Documents
Link to Institutional website	https://vimsmch.edu.in/NAAC23/5.1.2%20Capability%20enhancement%20and%20development.pdf
Details of capability enhancement and development schemes(Data Template)	View File
Any other relevant information	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

964

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://vimsmch.edu.in/NAAC23/5.1.3%20Usml_e.pdf
Copy of circular/brochure/report of the event/activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	No File Uploaded

5.1.4 - The Institution has an active international student cell to facilitate study in India program etc., Describe the international student cell activities within 100 - 200 words

In the year 2017-18 an International Student Cell was created. It's working under International Student Cell committee. The role of the International Student Cell is to lead the development of internationalization at the college by acting as the central coordinator and facilitator of all internationally related initiatives and activities.

It ensures that international students are supported and included in institution events. It provides resources for preparing for several international exams such as the TOEFL, PLAB and USMLE.

It is coordinating with the alumni association. Some alumni communicate with the cell by connecting via video conferencing. The cell assists students in gaining knowledge and new information about research initiatives, new superspeciality courses.

The student Cell maintains contact with international tourism agencies and agents. They are directing students, Concerns passports, visas and currency exchange. Mr. Srivastava & Nakoda travels offers assistance during their stay. Student Cell periodically refers to the revised UGC policies for international student admission and provides contact information of the committee members to enable round-the-clock help in an emergency.

Goal: To direct simple communication and career development on a global scale.

File Description	Documents
For international student cell	https://vimsmch.edu.in/NAAC23/5.1.4%20International%20students%20cell.pdf
Any other relevant information	Nil

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken	A. All of the Above
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File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://vimsmch.edu.in/NAAC23/5.1.5%20students%20grievance%20cell.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students qualifying in state/ national/ international level examinations (eg: GATE/ GMAT/ GPAT/ CAT/ NEET/ GRE/ TOEFL/ PLAB/ USMLE/ AYUSH/ Civil Services/ Defence/ UPSC/ State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the year.

13

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of outgoing students who got placed / self-employed during the year

13

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education

13

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

21

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
Any other relevant information	No File Uploaded

5.3.2 - Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

Student's cell Council:

A group of students who are elected by other students to represent, to help and to plan activities for the students under guidance of dean of the college. Students will be involved in learning about democracy, leadership and to generate money for purposes such as social events, community projects, and helping the needy. A hierarchical structure is maintained, with positions like President, Vice-President, Secretary, treasurer, fundraising officer, boys & girl's representative & member Selected from each class.

1. Orientation: information for new students about their programs, hostel and rules and regulations.

2. Counselling: Work on academic and extracurricular issues, aid in performance improvement, and offer advice, support, and counselling for issues

3. Extra-Curricular Activities: to promote interest in social, cultural, and sports.

4. Personality Development/ Stress Management: Lectures and programs are organized. Students are sent to several colleges for competitions.

5. Computer Facilities: Access to a computer and the internet. Providing a language laboratory to help students enhance their vocabulary.

Representation of students in academic committee: as a member and by approving academic rules. Chosen from every class.

Representation of students in administrative committee:

Participating in administrative committees such the Grievance Redressal Cell, Anti-Ragging, Sports etc.

File Description	Documents
Reports on the student council activities	https://vimsmch.edu.in/NAAC23/5.3.2%20culturalactivity%20report.pdf
Any other relevant information	Nil

5.3.3 - Number of sports and cultural activities/competitions organised by the Institution during the year

13

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activates with the support of the college during the year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

Alumni Association has been formed & registered to Charity commissioner office, Ahmednagar, with the aim to cooperate and understand the passed-out student and faculty left the institute.

It conducts yearly batch wise & common meeting for UG and PG students. VIMS alumni arrange quarterly lectures of alumni regarding carrier counselling, and placements at various national and international organizations. We formed International Placement Cell under the umbrella of Alumni association. For the opportunity in army, navy and air force, we have organised carrier guidance seminars of alumni for students.

Association organizes social, educational networking events locally at the institution level. The membership is awarded to any Graduate & Postgraduate or Post-Doctoral Degree/Diploma student who has passed from the institutions shall be eligible to become alumni with Voting Rights.

Alumni raises funds for contribution in research work and charity work like books, Journals for library, help for needy students & patients.

One of the important programmes of the alumni is farewell function of outgoing batch, when many alumni come to attend the programme.

Association in all aspects is the light house to present and past students. Our teachers and staff along with management is very active in association.

File Description	Documents
Registration of Alumni association	https://vimsmch.edu.in/NAAC23/5.4.1%20Link%201%20Alumni%20registration.pdf
Details of Alumni Association activities	https://vimsmch.edu.in/NAAC23/5.4.2%20Link%202%20Alumni%20Activity%20Report%204th%20March%202023.pdf
Frequency of meetings of Alumni Association with minutes	https://vimsmch.edu.in/NAAC23/5.4.1%20link%203%20Alumni%20association%20meeting%20minutes.pdf
Quantum of financial contribution	https://vimsmch.edu.in/NAAC23/5.4.1%20Link%204%20Quantum%20of%20Contribution.pdf
Audited statement of accounts of the Alumni Association	https://vimsmch.edu.in/NAAC23/5.4.1%20link%205%20Alumni%20Assication%20Audit%20Report%202022-23.pdf
5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments	C. Any 2 or 3 of the Above

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

Vision:

To achieve 'Global Excellence' in experiential and technology-driven medical education, transformative research, patients centered clinical care, preventive health care services, & creative medical professionals.

Mission:

To create new genera of doctors with quality medical knowledge, skill, competence, guided by professional ethics, moral & social values, ready to serve.

To extend and share the knowledge acquired and new knowledge generated for the development of society.

To provide health care and services of global standards to needy population, especially in rural.

To promote environmental conservation, preservation of culture, heritage, human rights, gender sensitization, harmony, national integrity among all the stakeholders towards society.

Nature of Governance:

The institution works on principles of participatory mode of governance with all stakeholders participating actively in administration.

Perspective Plan: Inputs from all stakeholders are obtained incorporated into a Perspective Plan.

Participation of Stakeholders in Decision-Making Bodies: Dean is the head of academic affairs. Medical Superintendent looks after to hospital.

Students: Help qualitatively by giving feedbacks

Alumni: Help to achieve institutional excellence

Employers: Management follows principles of participatory mode of governance.

Parents: Help in continuous improvement by giving their regular feedbacks.

Institutional Excellence in medical education: It is achieved through total quality management and micro ethics center.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://vimsmch.edu.in/NAAC23/6.1.1%20Link%201%20Vision%20and%20mission.pdf
Achievements which led to Institutional excellence	https://vimsmch.edu.in/NAAC23/6.1.1%20Supportive%20Documents.pdf
Any other relevant information	Nil

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

Organogram: Dean oversees academic matters and communicates with stakeholders. All other administration concerns involving institute employees are handled by the institute's secretary. Medical superintendent oversees hospital.

System that runs smoothly and maintain decentralization and participatory administration:

Administration decentralized all academic and administrative functions to the Dean. Institute has decentralized its administration by a suitable committee based on participatory handling of all its major activities.

1. Academic Administration: Every year, a calendar of classes for undergraduate and graduate students is created

2. Departmental Administration: All HODs of the respective department prepare responsibilities of teaching and non-teaching staff.

3. Administration of human resources: Recruitment, appointment,

posting, retirement, transfers other matters are covered in consultation with Dean.

4. Financial Administration: Only after consultation with all stakeholders are annual financial administration prepared.

5. Administration of disciplinary actions: A separate policy has been developed

6. Maintenance Administration: Each department has maintenance manual

7. Research: Faculty members and students are urged to conduct research.

8. Faculty: Majority of faculties are given responsibility and authority in order to develop their leadership skills.

9. Non-teaching Staff: Institute offers non-teaching staff members support to take responsibility for their work.

File Description	Documents
Relevant information /documents	https://vimsmch.edu.in/NAAC23/6.1.2%20Link%201%20Orgonogram%20of%20the%20college%20management.pdf
Any other relevant information	Nil

6.2 - Strategy Development and Deployment

6.2.1 - The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 100 - 200 words

Dean is in charge of the Institution's operations as well as those of its academic and administrative divisions. By coordinating academic and administrative facets, development targets, directions, guidelines are created, along with detailed plans for implementation, which raises general standard of institutional provisions. He advises the HOD on all significant academic decisions and submits relevant departmental requirements to Institute's governing body for approval. When dean is not present, deputy dean handles all relevant tasks and is occasionally assisted by secretary. Medical superintendent is responsible for

management of hospital and effectively oversees Assistant Registrar (Clinical), Super specialty in charge, Matron, Sister I/C OPD, Sister I/C IPD, and staff nurses.

Dean is in charge of overseeing the operation of all administrative departments. Campus security is overseen by administrative officer. Under direction of the Dean several departments including Establishment, Human Resources, Student Section, Accounts, Purchase, Central Store, Civil, Electrical, Maintenance, and Transport are in operation.

Chairman of various committees and cells, together with its members, take part in decision-making processes are crucial to developing and putting into practice institutional policies.

Statutory Bodies/committees:

Numerous statutory bodies, committees, cells are in operation and following their regular operating procedures.

File Description	Documents
Organisational structure	https://vimsmch.edu.in/NAAC23/6.2.1%20organogram.pdf
Strategic Plan document(s)	https://vimsmch.edu.in/NAAC23/6.2.1%20Strategic%20plan.pdf
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://vimsmch.edu.in/NAAC23/6.2.1college%20council%20meeting.pdf
Any other relevant information	Nil

6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination	A. All of the Above
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File Description	Documents
Data template	View File
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	View File
Screen shots of user interfaces	View File
Policy documents	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Teaching staff always get motivation for self-development program, assistance, support and No Objection Certificate whenever required for higher education.

Following are various Welfare schemes for teaching and non-teaching staff:

1. Provident Fund

2. Group Gratuity Scheme

3. Health care

4. Research and publications:

5. Insurance:

6. Accommodation:

7. Fitness facilities:

8. Celebrations/ activities

9. Bank loans, institutional loans and Society loans:

12. Leaves: Various leaves are granted to teaching and non-teaching staff as vacation leave, casual leaves and sick leaves

per year.

Special leaves with pay are provided for teaching faculties to attend and present research papers in Conferences and to conduct University practical examinations.

A maternity leaf for staff is granted as per state government rule.

13. Internet: Provides at free of cost to all the employees.

14. Grievance Redressal cell: Institute is having grievance redressal cell as well women's complaint redressal cell for prevention of sexual Harassment of woman at work Place.

15. Uniforms: provided for Class III & IV Employees at free of cost.

16. Promotions: Whenever any faculty fulfills required eligibility he /she will be promoted irrespective of vacancy in that department.

File Description	Documents
Policy document on the welfare measures	https://vimsmch.edu.in/NAAC23/6.3.1%20Link%201%20Welfare%20policy%20document.pdf
List of beneficiaries of welfare measures	https://vimsmch.edu.in/NAAC23/6.3.1.%202nd%20Link.pdf
Any other relevant document	https://vimsmch.edu.in/NAAC23/6.3.1%20Link%203%20%20Any%20othe%20document%20leave%20rules.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

2

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	View File

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

13

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

6.3.4 - Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

217

File Description	Documents
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	No File Uploaded

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

Performance Appraisal System (PAS) refers to procedures used to increase staff productivity and performance. Evaluation of teaching and non-teaching staff is done by the institution using a performance-based appraisal system. It is based on the staff members' annual performance as measured by their involvement in academic, research, and extracurricular activities.

It is done in a systematic manner for all staff at beginning of every year from 1st January to 10th of January. Forms designed by Institute for undertaking exercise of performance evaluation are circulated to all employees, who must complete them and return them to the HOD by January 10th, along with any necessary supporting documentation. The HOD reviews these forms and makes notes. Before January 15th, all HODs submit forms to the Dean, who then reviews them. The HR department further reviews the overall report, and the office sets up and confidentially records the final performance functioning status so that everything is finished before the end of January.

PAS advantages include helping to improve employee performance, Promotion, pay raise, and other compensation.

File Description	Documents
Performance Appraisal System	https://vimsmch.edu.in/NAAC23/6.3.5Performance_Appraisal_FORM%20TEACHING.pdf
Any other relevant information	https://vimsmch.edu.in/NAAC23/6.3.5(1)Service%20&%20Conduct%20Rules%20original%20pdf%202022-23.pdf

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Our institution's financial management system is open. The resource mobilization policy is centered on helping the institution reach its goals and objectives.

Various strategies are adopted for mobilizations of funds are:

1. Mahatma Gandhi Jan Arogya Phule Yojana.
2. Solar system.
3. Book Grants for Students.
4. Water tank.
5. Working women hostel.
6. Textbook Donation.
7. Research grants.
8. Alumni donors contributed money for the purchase of literature and instruments.
9. Ambulance: The Janseva Foundation donated one ambulance to our institution.
11. Tuition fees: They are used for academic and infrastructure purposes.

Optimal Resource Utilization:

Financial resources accumulated are wisely budgeted and used for

overall development and quality improvement of institute with aid of vision plan of institution. The established internal and external audits, Finance Committee, and Board of Management successfully monitor use of resources, and university-level committees implement plans in a timely way.

Resources are used for following purposes:

1. Academic
2. Conferences and workshops
3. Stationery and printing
4. Upkeep, equipment, and repairs
5. Staff salaries and other benefits
6. Transportation
7. Medical facilities
8. Health Camp
9. Hospital facilities - equipment, medications, and supplies
10. Laboratory and department
11. Infrastructure: expansion and maintenance

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://vimsmch.edu.in/NAAC23/6.4.1%20Link%201%20Resource%20Mobilization%20policy.pdf
Procedures for optimal resource utilization	https://vimsmch.edu.in/NAAC23/6.4.1%20Link%202%20procedure%20for%20optimum%20resource%20utilization.pdf
Any other relevant information	Nil

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

Through the Control of Central Pooling System and Audit, institution keeps track of the Chartered Accountants' effective and efficient use of financial resources. Internal and external financial audits are regularly conducted by the institution. KSS

and Company conducts an internal financial audit of the institution. Finance Committee of our institute annually recommends a budget for revenue spending Internal Control

Internal auditing is an impartial, unbiased assurance and consulting process intended to enhance and enhance an institution's operations. By bringing a systematic, disciplined approach to evaluate and enhance the effectiveness of risk management, control, and governance processes.

Functioning

Regular internal audits are conducted by an outside organization, and quarterly reports are submitted.

A yearly inventory check is done in the stores.

External audits performed by a team from an auditing firm led by chartered accountants.

Results of the audit

Accuracy of financials is attained and maintained through use of both internal and statutory audits. Audit team's report is immediately corrected, and precautions are taken to prevent similar mistakes in the future to comply with accepted accounting principles. Audit hasn't raised any significant objections to this point.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://vimsmch.edu.in/NAAC23/6.4.2%20Audit%20Report.pdf
Any other relevant information	Nil

6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
8.38	00

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	View File
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File
Information as per Data template	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

Institution has a streamlined internal quality assurance mechanism.

Internal Quality Assurance Cell (IQAC) was founded in 2018 and is led by institute's dean. Eight senior professors, mostly HODs from different departments, make up the majority of the members of the cell, along with deputy director of medical college, three senior administrative officers, one nomination each from local society, students, and employers, and two coordinators. The chairman and co-coordinator of IQAC run and oversee the group's regular meetings.

Vision: Our vision is to uphold high operating standards in all academic and administrative endeavors.

Mission: Consistent staff knowledge upkeep and resource improvement to energies the academic setting to advance the caliber of research, teaching, and learning improving faculty knowledge and abilities for better quality in research, teaching, and documentation. Motivate the staff & students for research and publications.

Functions of the IQAC are:

- To create and implement quality standards for the institution's numerous academic and administrative activities.
- Organize for student, parent, and other stakeholders' feedback on institutional processes that affect quality.
- Organization of workshops, seminars, CME, and conferences
- The creation of the Annual Quality Assurance Report (AQAR), which must be filed, in accordance with NAAC's requirements.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://vimsmch.edu.in/NAAC23/6.5.1%20IQAC%20Committee.pdf
Minutes of the IQAC meetings	https://vimsmch.edu.in/NAAC23/6.5.1%20IQAC%20meeting%20&%20Attendance%20details.pdf
Any other relevant information	Nil

6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

<p>6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives:</p> <p>Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder collected, analysed and report submitted to college management for improvements Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.</p> <p>Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)</p>	<p>A. All of the Above</p>
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File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://www.vimsmch.edu.in/igac/AQAR%202021-2022.pdf
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Total number of gender equity sensitization programmes organized by the Institution during the year

4

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

The institute prioritizes Gender Equity and Sensitization through various initiatives. Programs include celebrating International Women's Day, organizing special sessions on empowerment, safety, and societal issues, as well as creating awareness through marathons, role plays, and debates. The institute promotes gender sensitivity by providing equal access to facilities, allowing students to wear respectful clothing of their choice, and encouraging gender-neutral language among teachers.

Counseling and Motivation services are extended to female students and staff, offering guidance and resolving problems. A mentorship program assigns female mentors to students, fostering interaction and issue resolution. Committees like the Women's Complaints Committee and Sexual Harassment Elimination Committee address concerns.

Ladies Common Rooms offer dedicated spaces with amenities like tables, chairs, washrooms, entertainment facilities, and complaint boxes. A Day Care Centre supports female staff with childcare, providing attendants, breastfeeding spaces, a nurse, pantry, water facilities, and professional advice.

Safety & Security measures ensure a safe environment, including 24/7 security guards at ladies hostels, female wardens, female staff in hostels, records of girls' timings, strict curfew, reading rooms, CCTV cameras, complaint boxes, fire extinguishers,

separate facilities for females, Sunday vehicle service, a 24/7 helpline, parental confirmation for leaves, and restricted campus entry with security check posts.

File Description	Documents
Annual gender sensitization action plan	https://vimsmch.edu.in/NAAC23/7.1.2-%20annual%20gender%20sensitization%20action%20plan.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://vimsmch.edu.in/NAAC23/7.1.2%20specific%20facilities%20provided%20photos.pdf
Any other relevant information	https://vimsmch.edu.in/NAAC23/7.1.2%20Any%20Other.pdf

7.1.3 - The Institution has facilities for alternate sources of energy and energy conservation devices 1 Solar energy Wheeling to the Grid Sensor based energy conservation Biogas plant Use of LED bulbs/ power efficient equipment	B. Any 3 or 4 of the Above
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File Description	Documents
Geotagged Photos	https://vimsmch.edu.in/NAAC23/7.1.4%20Geotag%20photos.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid waste management: Horticulture waste and garden waste generated from the premises is stored separately and disposed of. The biodegradable waste generated from our campus is dumped in the

landfills in the nearby area of the college.

Liquid waste management: The liquid waste generated from toilets and from other places like kitchen, bathroom, cloth wash, vessel wash, etc. is transferred to Sewage Treatment Plant (STP) through the sewerage system and is used for gardening and maintaining the greenery around in the campus.

Biomedical waste management: The segregated waste is stored at safe, ventilated and secured location. The laboratory waste, microbiological waste, blood samples and blood bags, along with waste generated at medical college in the various departments are pre-treated and then sent to common bio-medical waste treatment facility

E-waste management: All the electrical and electronic devices categorized as E-waste are handed over to the Industrial Training Institute affiliated under the same organization.

Waste recycling system: Solid bio-degradable waste is composted and reused as manure. The liquid waste is treated at STP and effluent is used for gardening.

Hazardous chemicals and radioactive waste management: Chemical wastes from institute are collected in Yellow colored containers.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://vimsmch.edu.in/NAAC23/7.1.4%20Relevant%20documents%20like%20agreements%20MoU.pdf
Geotagged photographs of the facilities	https://vimsmch.edu.in/NAAC23/7.1.4%20Relevant%20documents%20like%20agreements%20MoU.pdf
Any other relevant information	Nil

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting
Bore well /Open well recharge Construction of tanks and bunds Waste water recycling
Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photos / videos of the facilities	https://vimsmch.edu.in/NAAC23/7.1.5%20geotag%20photos.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants	A. All of the Above
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File Description	Documents
Geotagged photos / videos of the facilities if available	https://vimsmch.edu.in/NAAC23/7.1.6%20Geotag%20photos.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	No File Uploaded
Reports to be uploaded (Data Template)	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading	A. All of the Above
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File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	No File Uploaded
Data template	View File
Relevant documents	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Unity and harmony in diversity is used as an expression of harmony and unity between individuals or groups from various linguistic, cultural, communal and regional differences. The institute is committed to provide an inclusive environment for all.

Cultural Diversity

Institute organizes annual cultural gathering, where the students and the staff participate in various events like singing, dance, drama and fashion show. During all these events, participants exhibit different cultures and traditional art forms defining various parts of the country.

Linguistic Diversity

Every year, the Institute celebrates various national and international language days such as Marathi Hindi, etc. Various events like poetry recitation, essay writing, cultural events and seminars are conducted on the occasion. Rhetoric competitions are held & the winners are rewarded.

Communal Diversity

Institute also makes efforts in promoting communal harmony by celebrating various religious festivals of different communities. We celebrate Ganesh festival, Dussehra, Navratri, Mahavir Jayanti, Bouddha Purnima, Eid-Ul-Fitr, Christmas with same enthusiasm. Students and staff from all religion take active part in those celebrations. Sadbhavana Diwas also known as Communal Harmony Day is observed every year on 20th August. This day is observed to encourage national integration, peace, affection and communal harmony among people of all religion.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://vimsmch.edu.in/NAAC23/7.1.8%20Supportive%20documents.pdf
Any other relevant information/documents	Nil

7.1.9 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year	A. All of the Above
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File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://vimsmch.edu.in/NAAC23/7.1.9%20Code%20of%20Conduct%20Committee.pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	No File Uploaded
Institutional data in Prescribed format (Data Template)	View File

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and

International commemorative days and events and festivals within 100 - 200 words

DVVPF'S Medical College and Hospital actively participates in various national and international commemorative days.

World Health Day:

Every year, we observe World Health Day on 07th April as a mark of W.H.O.'s founding. W.H.O. sets a theme every year, to draw worldwide attention to a subject of major importance to global health.

International Women's Day:

The Institute celebrates International Women's Day every year to promote gender equality and organizes events to sensitize the students and staff about women's rights, women safety, women empowerment and organizing health check-up camps for the female staff and students.

Health Related Days:

In our institute celebrates all health related days defined by WHO.

National Service Scheme (NSS):

The National Service Scheme (NSS) unit of DVVPF'S Medical College & Hospital performs many activities like street march, street plays, one to one interactive sessions with the general public to create awareness like Swachh Bharat Mission, Road safety,

Festivals:

Our Medical College & Hospital celebrate various festivals of different faiths, religion and communities to maintain the communal and regional harmony enable among all its employees and students.

Commemorative days:

The Institute celebrates birth & death anniversaries of great personalities.

7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

Title: Analytical Study of Micro Ethics in Medical Education

Objectives:

The study aims to foster leadership in micro ethics for healing practice, cultivate inner vision in students and staff, maintain a balance between technology and clinical care, and enhance social relations with patients.

Context:

Concerns arise over the dominance of techno-medicine at the expense of clinical care, leading to dissatisfaction among stakeholders and a lack of emphasis on community needs.

Practice:

Efforts focus on cultivating professional virtues, adhering to a code of conduct, and teaching micro-ethics through seminars and research initiatives. Success is evident in improved communication, responsible citizenship, and positive patient feedback.

Problem Encountered and Resources Required:

Challenges include the need for continuous education on ethical principles for students. Resources required primarily involve enthusiastic and sincere efforts from teachers to instill ethical values throughout students' careers.

Evidence of Success - Students Approach:

Students demonstrate effective communication, diagnostic skills, and responsibility towards society. Positive patient feedback contributes to increased clinic visits.

Patient's Feedback:

Positive patient feedback indicates improved care quality and personal relations among students and staff.

In conclusion, the study underscores the importance of micro ethics in medical education and advocates for ongoing efforts to instill ethical values, benefiting patient care and societal well-being.

File Description	Documents
Best practices page in the Institutional website	https://vimsmch.edu.in/NAAC23/7.2.1%20Best%20Practice%20Page%20in%20website.pdf
Any other relevant information	https://vimsmch.edu.in/NAAC23/7.2.1%20Any%20Other.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

Social Responsibility:

Adopting families of the farmers who committed suicide

Community Problems:

Being a draught affected district, many farmers were committing suicides. Committing suicide is not the solution for any problem; it creates more problems for the family members they left behind. There is hardly any support these families receive after they have lost the earning member. Hence, the Institution has taken steps to take care of such families as a part of social responsibility.

So, Institution has adopted 283 such families and offering holistic care to these families. We provide free Hospital Treatment to all the family members of farmers who committed suicide. Helps in solving psychiatric problems, provide physical, social, psychological and economic support to the families also we help in education of their children. The Institution tries to make sure that these families are benefitted from various Government schemes

Teaching faculty and student's involvement:

Teaching faculties from various departments actively take part in this project. Students have been allotted families in their respective professional years and they help the institute in maintaining regular contact with the families and getting the program running, it's a great opportunity for the students to learn their social responsibility from this program.

File Description	Documents
Appropriate web page in the institutional website	https://vimsmch.edu.in/NAAC23/7.3.1%20Institutional%20%20social%20Responsibility%20data.pdf
Any other relevant information	https://vimsmch.edu.in/NAAC23/7.3.1%20Any%20Other.pdf

MEDICAL PART

8.1 - Medical Indicator

8.1.1 - NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
200	44.10 - 97.02	91.07	11.28

File Description	Documents
List of students enrolled for the MBBS programme for the preceding academic year	View File
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year (Data Template)	View File
Any other relevant information	View File

8.1.2 - Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.

Quality of Care:

A three days orientation programme called as MEDKNOW is organized for the newly admitted undergraduate and postgraduate students as well as new faculty.

During the program the emphasis is given to the aspects of quality of care as per by WHO definition.

Patient safety and Infection Prevention Practices:

The department of Microbiology takes active part in training UG, interns, PG and all the teaching and nonteaching faculty about infection control. Hospital Infection Control Committee provides support.

The practical sessions include the following:

1. Hand washing technique:
2. Hepatitis B and Tetanus Toxoid Vaccination: In addition to learning students, teaching staff these.
3. Sterilization of all Wards and OT: CSSD (Central Sterile Services Department) unit supports training.
4. COVID-19 Prevention and Management:

The didactic theory sessions include the following:

- Prevention of Thrombosis
- Use of appropriate antibiotics
- Informed Consent
- Airway clearance
- Prevention of bedsores
- Prevention of Catheter related infections
- Disaster management
- Safe hospital design
- Prevention of entry of animals

- Medical Errors: diagnostic, transfusion, radiation, documentation and iatrogenic diseases.

Institute observes WHO World Patient Safety Day on 17th September every year

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	https://vimsmch.edu.in/NAAC23/8.1.2%20[1]20Document%20Pertaining%20to%20Quaility%20of%20care%20&%20patient%20safety%20practices.pdf
Any other relevant information	https://vimsmch.edu.in/NAAC23/8.1.2%20[2]20Any%20Other%20Relevent%20Infomation%20Patient%20Saftey...pdf

8.1.3 - Number of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, PhD in Medical Education etc.) (excluding those mentioned in metric 2.4.2)

4

File Description	Documents
List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc. during the year	View File
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View File
Any other relevant information	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

8.1.4 - The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India

MBBS students attain specific clinical competencies as stated by NMC under Cognitive, Psychomotor and Affective domains and the topics are further divided into - Must Know, Desirable to Know, and Nice to Know, and are measured by:

- **Formative evaluation:** include Class tests, Tutorials, Discussions, Mentoring and Feedback Sessions. Term end and Preliminary exams are conducted as per curriculum.

MBBS students are certified based on the performance in:

- **Summative evaluation:** (Theory, Practical and Viva): As per the guidelines of the MUHS, Nashik.

Interns maintains a record of work which is verified and certified by the incharges of various departments under whom he/she works.

Interns are certified by assessing their proficiency of knowledge and skills expected to manage each case and their capacity to work in team with professionalism of higher caliber.

During certifying the attainment of clinical competencies students are assessed for their ability to demonstrate:

- ability to elicit and record history from the patient and caregivers that is complete.
- ability to choose the appropriate diagnostic tests, interpret these tests, and plan appropriate therapy.
- familiarity with basic, clinical and translational research.

Summative and formative evaluations include following assessment methods and tools:

- OSCE & OSPE
- OSLER:
- Mini CEX
- Case based Discussion
- DOPS

File Description	Documents
Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the year	https://vimsmch.edu.in/NAAC23/8.1.4.[1]20Report%20on%20the%20List%20&%20Steps%20Taken%20by%20the%20College..pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	https://vimsmch.edu.in/NAAC23/8.1.4.[2]20Geotagged%20Photographs%20of%20the%20OSCE%20-%20OSPE.pdf
Any other relevant information.	Nil

8.1.5 - Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation. Give a description of the instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.

Our college always keeps up with the changing times and the recent advances are captured and incorporated in the teaching learning frame.

Instructional sessions on Organ and Tissue transplantation are conducted to all MBBS, Intern, and PG students spread across various departments that include - Anatomy, Forensic Medicine, Medicine, Surgery and Community Medicine. These instructions follow the theme prescribed as per Transplantation of Human Organs and Tissues Act (THOTA) and other national and state level policies. The sessions include:

1. Medical Issues:

- Types of donors
- Matching and cross-matching
- Age off donor and recipient
- Health problems in donor
- Transplant rejection

1. Legal issues:

- Death definition - brain stem and cardiac
- Transplantation of Human Organs and Tissues Act (THOTA)
- Appropriate Authorities in organ transplantation
- Working guidelines in organ transplantation

1. Ethical issues:

- Shortage of organs
- Equal access of organ transplantation
- Priority of organ transplantation
- Organ selling and business practices

1. Social Issues:

- Removal of other organs too from the body during donation
- Religious and social aspects.

1. Transportation and storage of Organs and Tissues

- Green Corridor

Teachers, postgraduate students, staff nurses and other concerned staffs are given hands on training through simulation skill lab, workshops, live webinars, online video conferencing and live demonstrations.

File Description	Documents
National/State level policies on organ transplantation as adopted by the Institution	https://vimsmch.edu.in/NAAC23/8.1.5%20[1]20National.State%20level%20policies%20on%20organ%20transplantation.pdf
Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	https://vimsmch.edu.in/NAAC23/8.1.5%20[2]20Report%20of%20Activity%20%20Organ%20Transplantation.pdf
Any other relevant information	Nil

8.1.6 - Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization. Describe the

functioning of the Immunization Clinic in the Institution as per the quality specifications stated in WHO guidelines and the steps taken to provide students with information on its relevance and operational features within 100-200 words.

In our institute all the students are exposed to the organization and operational features of the Immunization Clinic functioning as per guidelines of WHO for childhood immunization as well as National and State level policies.

Exposure of students to organization of the Immunization Clinic:

Our institute has its own immunization clinic under the Department of Paediatrics. The immunization is conducted on Monday and Thursday of every week and the students receive orientation and exposure during planned sessions at this clinic on these days.

These sessions include:

1. Immunization clinic protocol is carried out as per the National Immunization Scheme (NIS).

1. Operational features of the Immunization Clinic and Steps followed during Immunization:
 1. Registration
 2. Nutritional assessment.
 3. Vaccine administration
 4. Post vaccination advice
 5. Common helpline numbers

1. Quality Maintenance Records:
 1. Maintenance of cold chain throughout transportation period of the particular vaccines.
 2. Adequate temperature monitoring on storage of the vaccines.
 3. The details to be recorded are:
 1. Type of vaccine
 2. Quantity received
 3. Vaccine manufacturers
 4. Batch Details of the received vaccines.

- 5. Date of Manufacturing
- 6. Date of expiry
- 7. Vaccine Vial Monitor status of vaccine.

1. COVID-19 Vaccination and other specific vaccinations.

File Description	Documents
Report on the functioning of the ImmunizationClinic	https://vimsmch.edu.in/NAAC23/8.1.6.%20[1]_%20Report%20on%20the%20Functioning%20of%20the%20Immunization%20Clinic.pdf
Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.	https://vimsmch.edu.in/NAAC23/8.1.6.%20[2]_%20Report%20on%20the%20Teaching%20sessions%20carried%20out%20on%20the%20Immunization%20Clinic.pdf
Quality maintenance records in compliance with WHO guidelines during the preceding academic year	https://vimsmch.edu.in/NAAC23/8.1.6.%20[3]_%20Quality%20Maintenance%20Record%20with%20WHO%20Guidelines.pdf
Any other relevant information.	Nil

8.1.7 - The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same. Describe the Medical graduate attributes developed by the College and the steps taken to implement and assess the attainment of the same (100-200 words).

Methods to define medical graduate attributes (MGA):

MGA are defined based on the CBME prescribed by NMC, adopted by MUHS, and structured by academic council.

Methods to implement MGA:

Attributes of being a Clinician are learned by medical students during their postings during second and final MBBS phases and learn to care with compassion.

During field visits and community-based learning students imbibe the skills of being a Leader and a Member in an inter-professional health care team.

Skills as an effective Communicator are learnt during history taking and planning management along with other senior doctors and health care workers (HCW), and when communicating the management outcomes with patients and caregivers. They develop the ability to communicate adequately, sensitively, effectively and respectfully.

Students are encouraged to participate in academic meetings on recent advances, journal clubs and seminars and develop the habit of being a Lifelong learner. Students appreciate that they need to be committed to continuous improvement of skills and knowledge.

Students learn skills of being a highly respected Professional by observing management by senior doctors and practicing the same during internship.

System of evaluation of attainment of MGA:

- **MBBS:** Students are assessed for the attainment of MGA during formative and summative assessment.

File Description	Documents
Medical graduate attributes as described in the website of the College.	https://vimsmch.edu.in/NAAC23/8.1.7.%20[1]_%20Medical%20Graduate%20Attributes%20as%20Described%20in%20the%20Website%20of%20the%20College.pdf
Any other relevant information.	Nil

8.1.8 - Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology. Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the year.

Main objective of Medical Education Technology (MET) Unit of our college, aided by MUHS, Nashik, is to fulfill the recently introduced CBME of National Medical Commission (NMC). It regularly organizes programmes for all concerned teachers. During the previous academic year, the focus of training was on the recent trends in the following:

1. Principles of Adult Learning: Pedagogy, Andragogy & Heutagogy:

Training highlighted the shifting trends of role of faculty from conventional role of being a passive preacher to active facilitator of learning.

1. Understanding Goals & Competencies in Medical Education:

This Programme was intended to further strengthen the confidence of faculty in curriculum implementation as trained in the mandatory CISP of NMC.

1. Appropriate use of Media

Considering the online teaching requirements of faculty during COVID-19 pandemic, this program was highly helpful for teachers in planning and executing the impartation of revised NMC curriculum.

1. Formative Assessment:

Since the aim of the NMC is in attaining specific clinical competencies and imparting medical graduate attributes, the restructured formative assessment was highlighted during this Programme.

1. Flipped Classroom Methods:

Student centric learning is becoming the new norm. This program highlighted the implementation of flipped classroom and its planning and execution.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year-wise during the last year.	https://vimsmch.edu.in/NAAC23/8.1.8%20[1]20List%20of%20Seminars%20Conference%20Workshops%20on%20Emerging%20Trends%20in%20MET.pdf
list of teachers who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the year	https://vimsmch.edu.in/NAAC23/8.1.8%20[2]20Year%20Wise%20List%20of%20Teachers%20Who%20Participate%20in%20the%20Seminar%20Conference.pdf
Any other relevant information	Nil

8.1.9 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI, ISO certification of departments /Institution GLP/GCLP accreditation.	B. Any 4 of the Above
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File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents	No File Uploaded
Data Template	View File

8.1.10 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
200	200

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View File
List of first year students, teachers and hospital staff, who received such immunization during the year	View File
Any other relevant information	No File Uploaded
Data Template	View File

8.1.11 - Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Our college always keeps up with the contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Instructional sessions, workshops, and case-based learning on these are conducted to all MBBS, Intern, PG students and all faculty. Office of the Medical Superintendent provides the necessary support. These instructions as well as discussions during clinical postings provide the practical exposure. The activities include:

1. Contemporary medico-legal practices

- Right to choose a doctor
- RTI
- Consent
- Code of medical ethics
- Medical negligence
- Medico-legal issues on practice of physician
- Mishups in practice

1. Third-party payers(TPA)/insurance mechanisms

- TPA is an important link between insurance companies, policy holders and health care providers.
- The hospital, having a prior MoU with the TPA, provides the appropriate treatment to the policy holder and claims the charges from the insurers through the TPA.

1. Indemnity insurance protection

- The students are sensitized to professional indemnity insurance for doctors which includes liability insurance for doctors that provides cover against professional risks such as negligent misdiagnosis, incorrect medicine dosage, surgery-related procedures etc.

Teachers, postgraduate students, staff nurses, other concerned staffs are given hands on training through workshops, live webinars, online video conferencing and live demonstrations.

File Description	Documents
Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	https://vimsmch.edu.in/NAAC23/8.1.11%20[1]_indemnity%20insurance%202022-2023.pdf
List of clinical faculty covered by medical indemnity insurance policy by the Institution	https://vimsmch.edu.in/NAAC23/8.1.11%20[2]_%20List%20of%20Clinical%20Faculty%20Covered%20by%20Indemnity%20Insurance.pdf
Any other relevant information	Nil